DOCUMENT RESUME

ED 405 655 EC 301 804

AUTHOR	Bruder, Mary Beth; And Others
TITLE	A National Survey of Personnel Standards under P.L. 99-457. Information Bulletin #36.
INSTITUTION	Connecticut Univ. Health Center, Farmington.; National Association of State Directors of Special Education, Washington, D.C.; National Clearinghouse for Professions in Special Education, Reston, VA.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	Apr 90
CONTRACT	G0084C0043; G0087C3053-88/89
NOTE	53p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Audiology; *Certification; Change Strategies; Competency Based Teacher Education; *Disabilities; *Early Intervention; Educational Legislation; Federal Legislation; Infants; Medicine; National Surveys; Nursing; Nutrition; Occupational Therapy; Physical Therapy; Preschool Education; Psychology; Qualifications; Social Work; Special Education; Speech Language Pathology; *State Standards; Teacher Certification; Toddlers
IDENTIFIERS	Education of the Handicapped Act 1986 (Part B); Education of the Handicapped Act 1986 (Part H)

ABSTRACT

This study gathered information on the certification, licensure, and/or credentialing processes of professional disciplines involved in service delivery to infants, toddlers, and preschool children with special needs, as legislated by Parts H and Part B of Public Law 99-457. The 10 disciplines targeted in the national survey were special education, physical therapy, occupational therapy, speech pathology, audiology, nursing, medicine, nutrition, psychology, and social work. Data collected from Part H state coordinators (N=49) indicate that most states have standards for a majority of the disciplines, but many states are using personnel standards which regulate services to a broader age range than 0 to 3 years, or 3 to 5 years. Data also suggest that there exists a lack of trained personnel available to implement early intervention services. Most licensure/certification is based on coursework as opposed to competencies. Several actions are recommended to develop a comprehensive system of personnel development and the development of standards specific to the 0 to 3 population. A list of state regulatory agencies for each of the 10 disciplines is appended. (Contains 14 references.) (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

THE NATIONAL CLEARINGHOUSE

FOR PROFESSIONS IN SPECIAL EDUCATION

The Council for Exceptional Children

INFORMATION BULLETIN #36

ED 405 655

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A NATIONAL SURVEY OF PERSONNEL STANDARDS UNDER P.L. 99-457

EC 301804

BEST COPY AVAILABLE

National Clearinghouse for Professions in Special Education
Professions Information Center
The Council for Exceptional Children
1920 Association Drive, Reston, Virginia 22091
703/264-9474

In order to develop a comprehensive, interdisciplinary service delivery system for infants and toddlers, emphasis must be equally placed on the needs of all of the professional disciplines recognized under P.L. 99-457. This study, conducted by Mary Beth Bruder, Susan Klosowski, and Catherine Daguio, focused on gathering up-to-date information on the certification, licensure and/or credentialing processes of these professional disciplines. Three questions were focused on in "A National Survey of Personnel Standards under P.L. 99-457:

- *What states have licensure/certification for specialists within ten disciplines who will serve infants and toddlers (0-3) under Part H?*
- *What states have licensure/certification for specialists within special education and related services under Part B of P.L. 99-457 (3-5)?*
- *What types of licensure/certification occur across disciplines (0-5)?*

This document was prepared pursuant to Grant No. GOO87C3053-88/89 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Agencies undertaking such projects under government sponsorship are encouraged to express their judgment freely in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Department of Education position or policy.

The total amount of Federal funds appropriated for the project is $236,958. One hundred percent of the total cost of the project is financed with Federal funds.

Publications of the National Clearinghouse for Professions in Special Education are in the public domain, and may be reprinted. Proper citation of source(s) is appreciated.

BEST COPY AVAILABLE

A National Survey of Personnel Standards under P.L. 99-457

Mary Beth Bruder, Susan Klosowski, and Catherine Daguio

For more information contact:

Division of Child and Family Studies
Department of Pediatrics
University of Connecticut Health Center
The Exchange, Suite 160
Farmington, CT 06032

This study was funded by U.S. Department of Education Grant G0084C0043 to the University of Connecticut. It was done in conjunction with the National Early Childhood Technical Assistance Center (NEC*TAS), the Carolina Institute for Child and Family Policy, and the Carolina Research Institute on Infant Personnel Preparation. In particular the authors would like to thank Pat Trohanis, Gloria Harbin and Don Bailey for their support and assistance. The authors would also like to thank the state Part H coordinators for responding to yet another survey.

Cover illustration courtesy of:
Martha Perske
Reprinted by permission from
Hope for the Families
by Robert and Martha Perske
Nashville: Abingdon Press

BEST COPY AVAILABLE

Two of the programmatic components which must be addressed by states participating in Part H of P.L. 99-457 are a comprehensive system of personnel development and policies and procedures for personnel standards. While these are only two components of the 14 which are required of states participating in P.L. 99-457, they represent a critical area which must be addressed before each state can be assured of its ability to implement the full scope of services required by the law (Gilkerson, Hilliard, Schrag & Shonkoff, 1987; Meisels, Harbin, Modigliani & Olson, 1988; Smith & Powers, 1988; Woodruff, McGonigal, Garland, Zeitlin, Chazkel-Hochman, Shanahan, Toole & Vincent, 1985).

It has been documented that early intervention is focusing a critical shortage in personnel trained to provide services under P.L. 99-457 (Meisels, Harbin, Modigliani & Olsen, 1988). This current shortage of early intervention personnel has resulted, in part, from the specialized requirements of infant/toddler service delivery. The preparation of infant specialists requires the development of competencies and skills which are qualitatively different from the skills typically included in programs training personnel to work with preschool-aged children (Bailey, 1989; Bailey, Farrel, O'Connell, Simeonsson & Miller, 1986; Bricker & Slentz, 1988; McCollum & McCarten, 1988; McCollum & Thorpe, 1988). This belief was affirmed by 89% of the respondents to a survey on early childhood personnel preparation programs conducted by Bricker & Slentz (1988).

In an attempt to generate information about the specialized training needs of early interventionists, an analysis of the content and processes currently in use was conducted by Bruder and McLean (1988). They reviewed forty proposals funded under the infant personnel preparation grant competition sponsored by the Office of Special Education and Rehabilitation Services, U.S. Department of Education. Though a number of process areas surfaced as inconsistent across training programs, it was apparent that there was consensus as to the content most appropriate for infant interventionists. The course titles which were used across the forty proposals included infant assessment, family issues, intervention techniques, infancy, medical issues, team processing program administration and developmental areas. This listing of course content may guide states as they develop a comprehensive system of personnel development for early intervention.

While consensus on the training content for infant interventionists should enhance the quality and quantity of those professionals being trained to implement P.L. 99-457, the state level regulatory standards for service are of equal importance to the success of the law. At this time, most of the information available on state certification and licensure policies for early interventionists has focused on the area of early childhood special education (Stile, Abernathy, Pettibone & Wachtel, 1982; Trohanis, 1985; Smith & Powers, 1987). The data which have been collected suggest a pervading lack of such certification across the country. When certification has been in place, there has been evidence to

suggest the subsequent disregard of personnel standards by program supervisors of early childhood special education (Lazzari & Bruder, 1988). Yet, if a national program for early intervention is to be effective, state standards must develop in tandem with personnel preparation programs.

In the development of a comprehensive, interdisciplinary service delivery system for infants and toddlers, emphasis must be equally placed on the needs of the 10 professional disciplines recognized under P.L. 99-457. At this time there is a lack of up-to-date information on the certification, licensure and/or credentialing process for all 10 professions as they deliver services to infants and toddlers. The Pediatric Research and Training Center at the University of Connecticut School of Medicine collaborated with the National Early Childhood Technical Assistance System (NEC*TAS), the Carolina Institute for Child and Family Policy, and the Carolina Institute for Research on Infant Personnel Preparation, to collect information on the status of personnel standards for P.L. 99-457. The study focused on generating information on the following three questions:

1. What states have licensure/certification for specialists within 10 disciplines who will serve infants/toddlers (0-3) under Part H?
   a) Which states have state standards?
   b) Which states have standards based on national standards?

2. What states have licensure/certification for specialists within special education and related services under Part B of 99-457 (3-5)?

3. What types of licensure/certification occur across disciplines (0-5)?

   a) Is the licensure based on coursework, degree, or competencies?
   b) If degree based, is an undergraduate or graduate degree required?
   c) Are national exams used?
   d) How many levels of certification/licensure?

Methodology

A telephone survey of the 50 states and the District of Columbia was conducted to collect data on the credentialing processes and statutes regarding the 10 disciplines described in P.L. 99-457. The disciplines included: Special Education, Physical Therapy, Occupational Therapy, Speech Pathology, Audiology, Nursing, Medicine, Nutrition, Psychology, and Social Work.

A list of Part H coordinators for P.L 99-457 was obtained from NEC*TAS and the Carolina Institute for Child and Family Policy

Program. The Part H coordinators were initially contacted by phone, which provided an opportunity to revise the list of current coordinators. The initial phone conversation with each coordinator consisted of a brief explanation of the survey and a request for time to schedule an extensive phone interview. A letter confirming the interview and a copy of questions to be asked was then sent to each coordinator.

After the questionnaire was received by the coordinators, many phoned the PRTC to express their inability to provide the appropriate answers. In many cases, coordinators made referrals to additional state agencies or committees who might have the necessary information. Interviews were then scheduled with the appropriate persons within each state.

In states in which the agencies were unknown, an appropriate national organization was contacted for the name and address of the relevant state board. These included the American Physical Therapy Association (APTA), the American Occupational Association (AOTA), the American Nursing Association (ANA), the American Medical Association (AMA), the American Psychological Association (APA), the National Association of Social Workers (NASW), and the American Dietetic Association (ADA).

To supply data to answer the three study questions, the following structure was used for each discipline within each state:

BEST COPY AVAILABLE

What agency administers the certification/licensing process for each discipline in your state?

Is the certification based on national standards or state regulations or both?

Do you have different levels of certification/licensure? (i.e., provisional, standard, etc.). If so, could you describe the different levels? If you can not describe the certification/licensure, could you direct me to a person who can?

How would you describe the type of certification that exists? (i.e., competency based, coursework based, degree based). If the certification/licensure is coursework or degree based, what level of coursework is required, undergraduate or graduate?

Is there a required examination for licensure or certification?

In addition, copies of state regulations were requested.

A follow up letter was sent to each state contact which contained the state's responses for confirmation and necessary corrections. This letter also asked for information on each state's interagency coordinating council's personnel initiatives (e.g., the establishment of a committee to examine standards).

BEST COPY AVAILABLE

Results

Forty-nine of the fifty-one Part H coordinators responded by phone to the questionnaire. Approximately thirty-three of these coordinators referred the research assistant to other persons or agencies within their state in order to complete the questionnaire. Appendix A contains a list of the state contacts who assisted in the completion of the questionnaire. Appendix B contains a listing of each of the state regulatory agencies for each of the ten disciplines. The results of the three questions will be presented separately.

Question 1: State standards for Personnel serving Infants and Toddlers (Part H of P.L. 99-457)

Only one state (Idaho) reported standards specific for personnel serving infants and toddlers age birth to three in place for all ten disciplines recognized under P.L. 99-457. This state is using Medicaid guidelines to accomplish this. Two other states (Alaska, North Carolina) reported standards specific to birth to three in place for special educators only, and New Jersey reported standards for eight disciplines. These data are contained in Table 1.

Most of the states do report having standards for a majority of the disciplines for children from age birth and above. These

standards are not specific to the unique needs of infants and toddlers. These data are in Table 2. All states reported standards for physical therapists, nurses, physicians, and psychologists. The disciplines least likely to have standards for services to children beginning at birth were nutrition and special education. The data summarizing the status of personnel standards for both birth to three and birth and above are further illustrated in Tables 3 and 4 and Figure 1.

Table 5 contains those data specific to special educators and this is summarized in Figure 2. Four states report certification specific to the birth to three population for special educators and 15 states require some type of certification for special educators providing services to children in a broader age category beginning at birth. Three of the four states requiring specialized certification for special educators birth to three have created a new position within their state called "infant specialist". These states are Alaska, Idaho, and North Carolina.

Table 6 contains information in regard to the individual state's use of national standards or state regulations for each of the ten disciplines recognized under P.L. 99-457. There are only four instances of the use of national standards by states. This was for the disciplines of occupational therapy (2), audiology, and nutrition. The majority of states use a combination of both state and national regulations as standards with the exception of special educators. In all of the 46 states which responded to this

question, special educators were certified by state agencies. These summary data are in Table 7.

Question 2: State Standards for Personnel serving Preschool Children (Part B of P.L. 99-457)

Information collected on standards for children (age 3 to 5), served under Part B of P.L. 99-457 by the 10 disciplines is continued in Table 8 and summarized in Table 9. These data replicate the data collected on standards for services for infants as presented above in Table 4 with the exception of one additional state within the special education discipline. As was true for standards regulating services for infants and toddlers, these standards are not specific to the unique needs of children aged three to five. Table 5 contains information on the 18 states who have special education certification for teachers serving children from age 3.

Question 3 Types of Certification/Licensure for Personnel Under P.L. 99-457.

The third question collected information on the types of standards in place across disciplines. Table 10 contains information on the states use of either certification or licensure for each discipline and this is summarized in Table 11. Licensure was used by the majority of disciplines with the exception of

certification/licensure process (four or more levels). Most disciplines have two levels of credentialing, with the exception of medicine, speech, audiology, and nutrition.

Lastly, 35 states reported having a personnel preparation committee in operation as part of their interagency coordinating council, and four states are in the process of beginning such a committee.

Discussion

P.L. 99-457 has stimulated many early intervention service delivery changes for infants and toddlers with disabilities and their families. Unfortunately, there exists a lack of trained personnel available to implement these services. At present, there are few regulatory standards in place specific to personnel providing services to infants and toddlers. This fact has been substantiated by state coordinators for infant and toddler services, as well as by regulatory agencies within each state.

The data which were collected through this survey suggest that many states are using personnel standards which regulate services to a broader age range then birth to three. While this status assures that certified or licensed professionals will be used to deliver services (and in fact, meet the regulations of the law), many concerns exist as to the appropriateness of these standards to regulate services which should be specialized for infants,

toddlers and their families (Smith & Powers, 1987).

Three states (Idaho, Alaska, North Carolina) have begun to establish standards specific to a professional employed as an "infant specialist" to deliver services under P.L. 99-457. This type of position may be filled by professionals from a variety of disciplines who have specialized training about infants, toddlers and their families. North Carolina, in particular, has adopted a system which is competency based and contains four levels of specialization obtainable through formal preservice and/or inservice activities. It will be interesting to assess the success of this model as services are implemented.

Nationally, professional organizations are drafting position papers to assist the field of early intervention in developing personnel standards. For example, the Division of Early Childhood, Council for Exceptional Children has released a draft of a paper which suggests the content necessary for an early childhood special educator to qualify for entry level certification as well as advanced certification level (McCollum, 1989). Likewise the American Physical Therapy Association has developed proposed competencies for physical therapists who work in an NICU (Scull & Dertz, 1980). The National Center for Clinical Infant Programs is also developing recommendations for professionals who will serve as early interventionists (Fenichel & Eggbeer, in preparation). These recommendations will only serve as guides to states as they develop standards and systems of comprehensive personnel

preparation. It would seem reasonable to suggest that state Interagency Coordinating Councils utilize the recommendations of these national organizations when preparing both the comprehensive plan for personnel development and any specific standards for professionals serving children birth to three.

Our results show that most licensure/certification is based on coursework as opposed to competencies. Competency based or performance based standards are those which require the accomplishment of observable intervention related behaviors. This type of standard seems inherently more appealing as we attempt to plan for comprehensive quality early intervention services. However, there are many issues which must be addressed by states requiring competency based standards (e.g., assessment or observation process, cost) and these issues may be the factor which has discouraged most states from adopting this method of regulating professionals.

The licensure/certification which is in place through coursework differs according to profession as to whether the degree is a graduate or undergraduate degree. This status raises the issue of different levels of entry skills among those professionals providing service to infants/toddlers and their families. This issue may be critical, as it is recommended that most early intervention services are delivered through a team approach (Bailey, 1989). The success of the team is most often based on both the skill level and willingness to share expertise among team

members who represent different disciplines. An issue is also raised as to the different pay scales which may be in place for professionals from different disciplines and the concerns this may create for program administrators intent on providing team based services with limited resources.

Conclusion

The personnel shortage which is occurring in early intervention is compounded by the lack of personnel standards specific to professionals providing services to the birth to three age group. The data which were collected by this survey suggest that each Interagency Coordinating Council (I.C.C.) for Part H of P.L. 99-457 must begin to systematically address these issues if infants and toddlers with disabilities, and their families, are to be provided quality services.

In order to fully implement the law states should consider adopting personnel standards specific to the birth to three population. While the law only requires personnel standards which are based on the highest requirements of the state applicable to the profession or discipline in which a person is providing early intervention services, most would argue that states develop standards which relate to the unique needs of infants, toddlers and their families (Smith, 1988). Additionally, states are given the authority to specify the occupational categories required to provide early intervention services.

There are a number of actions which can be initiated by I.C.C.'s as they begin to address the development of both a comprehensive system of personnel development and the development of standards specific to the birth to three population. These include:

1. Inviting a members from the state regulatory commissions for licensure/certification to serve on the I.C.C. or a personnel subcommittee. In many states, the name of these agencies, or contact people from these agencies, were unknown to Part H personnel. Additionally, there was great difficulty in accessing these agencies. The I.C.C. in each state should at a minimum attempt to contact the appropriate agencies within their state (see Appendix B).
2. Establishing a Higher Education Council for Infant Intervention Personnel Preparation. Representatives from university and college personnel preparation programs across the ten disciplines recognized under P.L. 99-457 can meet regularly to discuss personnel preparation strategies. These councils can begin to assist in the development of a Comprehensive System of Personnel Development (C.S.P.D.) as well as curriculum which can implemented at a preservice level which will meet any birth to three personnel standards. The states of Connecticut, Virginia and Indiana currently have

councils, and New Mexico and New York have proposed to initiate councils.

3. Establishing a personnel preparation committee under the I.C.C. which includes representatives from state licensure boards/agencies, Higher Education, and national and state professional agencies. These representatives will ensure that the state I.C.C. is getting information from a variety of sources as they develop both the C.S.P.D. and personnel standards.

4. The utilization of models of specialized standards for personnel providing early intervention under Part H of P.L. 99-457. Since most states have not developed specialized standards, there is a lack of such models. Those states which are intent on developing such standards should review the standards developed by the four states who responded to the survey as having specialized requirements for personnel providing early intervention to infants, toddlers and their families.

5. Developing the state's C.S.P.D. for early intervention in tandem with certification/licensure standards for personnel. This recommendation seems self evident, however, we suggest that states link their training activities to competency based regulatory standards as one way of insuring the quality of personnel who will deliver early intervention.

Bailey, D. (1989). Issues and directions in preparing professionals to work with young handicapped children and their families. In J. Gallagher, P. Trohanis & R. Clifford (Eds.), Policy implementation and P.L. 99-457: Planning for young children with special needs. Baltimore: Paul H. Brookes Publishing Co.

Bailey, D., Farel, A., O'Donnell, K., Simeonsson, R., & Miller, C. (1986). Preparing infant interventionist: Interdepartmental training in special education and maternal and child health. Journal of the Division for Early Childhood, 11(1), 67-77.

Bruder, M., & McLean, M. (1988). Personnel preparation for infant interventionists: A review of federally funded projects. The Journal of the Division for Early Childhood, 12(4), 299-305.

Fenichel, E. & Eggbeer, L. (in preparation). Task project documents. Washington, DC: National Center for Clinical Infant Programs.

Gilkerson, L., Hilliard, A., Schrag, E., & Shonokoff, J. (1987). Point of view: Commenting on P.L. 99-457. Birth to Three, 3(3), 13-17.

Lazzari, A. & Bruder, M. (1988). Teacher evaluation practices in early childhood special education. Journal of the Division for Early Childhood, 11(3), 238-246.

McCollum, J. (1989). Recommendations for certification in early childhood special education. Reston, VA: Council for Exceptional Children, Division of Early Childhood Position Paper.

Meisels, S., Harbin, G., Mcdigliani, K., & Olson, K. (1988). Formulating optimal state early intervention policies. Exceptional Children, 55(3), 159-165.

Scull, S. & Dertz, J. (1989). Competencies for the physical therapist in the neonatal intensive care unit (NICU). Pediatric Physical Therapy, 11-14.

Smith, B. & Powers, C. (1987). Issues related to developing state certification policies. Topics in Early Childhood Special Education, 7(3), 12-23.

Smith, B. (Ed.). (1988). Mapping the future for children with Special Needs P.L. 99-457 (Administration on Developmental Disabilities). Iowa City: The University of Iowa.

Stile, S., Abernathy, S., Pettibone, T., & Wachtel, W. (1984. Training and certification for early childhood special education personnel: A six-year follow-up study. Journal of the Division of Early Childhood, 8(1), 69-73.

Trohanis, P. (1985). State profiles: Status in states across twelve dimensions of early childhood special education and state participation in nine federal program networks related to services to young handicapped children. Chapel Hill, NC: Westar/TADS.

Woodruff, G., McGonigel, M., Garland, C., Zietline, S., Chazkel-Hochman, J., Shanahan, K., Toole, A., & Vincent, L. (1985). Planning programs for infants. Chapel Hill, NC: University of North Carolina.

Table 1

States Requiring Licensure/Certification/Registration for Each Discipline Specific to Infants/Toddlers Aged Birth to Three

	Sp.Ed.	PT	OT	Speech	Aud.	Nursing	Medicine	Nutr.	Psyc.	Soc. Wk
AL										
AK	X									
AZ										
AR										
CA										
CO										
CT										
DE										
DC										
FL										
GA										
HI										
ID	X	X	X	X	X	X	X	X	X	X
IL										
IN										
IA										
KS										
KY										
LA										
ME										
MD										
MA										
MI										
MN										
MS										
MO										
MT										
NE										
NV										
NH										
NJ	X	X	X	X	X	X			X	X*
NM										
NY										
NC	X									
ND										
OH										
OK										
OR										
PA										
RI										
SC										
SD										
TN										
TX										
UT										
VT										
VA										
WA										
WV										
WI										
WY										

* - NJ Requires the Social Workers serving children age 0-3 to have an M.S.W

BEST COPY AVAILABLE

Table 2

States Requiring Licensure/Certification/Registration for Each Discipline for Children Aged Birth and Above

	Sp. Ed.	PT	OT	Speech	Aud.	Nursing	Medicine	Nutr.	Psyc.	Soc. Wk
AL		X	---	X	X	X	X	---	X	X
AK	X	X	X	X	X	X	X	---	X	X
AZ		X	---	X	?	X	X	?	X	---
AR		X	X	X	X	X	X	X	X	X
CA		X	X	X	X	X	X	---	X	X
CO	X	X	---	X	X	X	X	---	X	X
CT		X	X	X	X	X	X	---	X	X
DE		X	X	X	X	X	X	---	X	X
DC		X	X	---	---	X	X	X	X	X
FL	X	X	X	X	X	X	X	---	X	X
GA		X	X	X	X	X	X	X	X	X
HI		X	X	X	X	X	X	---	X	---
ID	X	X	X	X	X	X	X	X	X	X
IL		X	X	X	X	X	X	---	X	X
IN		X	---	X	X	X	X	---	X	---
IA	X	X	X	X	X	X	X	X	X	X
KS	X	X	X	X	X	X	X	X	X	X
KY		X	X	X	X	X	X	?	X	X
LA	X	X	X	X	X	X	X	X	X	X
ME		X	X	X	X	X	X	X	X	X
MD	X	X	X	X	X	X	X	X	X	X
MA		X	X	X	X	X	X	---	X	X
MI	X	X	---	---	---	X	X	---	X	X
MN	X	X	---	---	---	X	X	---	X	X
MS		X	X	X	X	X	X	X	X	X
MO		X	---	X	X	X	X	---	X	---
MT		X	X	X	X	X	X	---	X	X
NE	X	X	X	X	X	X	X	X	X	X
NV	X	X	---	X	X	X	X	---	X	X
NH		X	X	X	X	X	X	---	X	X
NJ	X	X	X	X	X	X	X	---	X	---
NM		X	X	X	X	X	X	---	X	---
NY		X	X	X	X	X	X	---	X	X
NC	X	X	X	X	X	X	X	X	X	X
ND		X	X	X	X	X	X	X	X	X
OH	X	X	X	X	X	X	X	X	X	X
OK	X	X	X	X	X	X	X	X	X	X
OR		X	X	X	X	X	X	?	X	X
PA		X	X	X	X	X	X	---	X	X
RI		X	X	X	X	X	X	---	X	X
SC		X	X	X	X	X	X	---	X	X
SD		X	X	X	X	X	X	?	X	X
TN		X	X	X	X	X	X	---	X	X
TX		X	X	X	X	X	X	X	X	X
UT	X	X	X	X	X	X	X	X	X	X
VT	X	X	---	X	X	X	X	---	X	X
VA		X	---	X	X	X	X	?	X	X
WA		X	X	---	---	X	X	X	X	X
WV		X	X	---	X	X	X	?	X	X
WI	X	X	X	X	---	X	X	---	X	---
WY		X	---	X	X	X	X	---	X	X

X=Certification/Licensure/Registration required
---= Discipline not regulated in state
?=Information unavailable

Table 3

Summary of States with Specialized Requirements for Each Discipline Serving Children Age Birth to Three

Discipline	N=	States with Special Requirements for 0 - 3
Special Ed.	50	4
PT	51	2
OT	51	2
Speech	51	2
Audiology	51	2
Nursing	51	2
Medicine	51	1
Nutrition	45	1
Psychology	51	2
Social Work	51	2

N=Number of states responding to the question

Table 4

Summary of States with Specialized Requirements for Each Discipline Serving Children Age Birth and Above

Discipline	N=	States with Special Requirements for 0 - ?
Special Ed.	50	19
PT	51	51
OT	51	40
Speech	51	46
Audiology	50	45
Nursing*	51	51
Medicine*	51	51
Nutrition	45	18
Psychology*	51	51
Social Work	51	44

N=Number of states responding to the question
*=Some information obtained from national organization

BEST COPY AVAILABLE

Table 5

Earliest Ages Requiring Certified Special Education Personnel For Each State

STATE	0-3	0	3	K
AL			X	
AK	X			
AZ				X
AR				X
CA*				
CO		X		
CT			X	
DE			X	
DC			X*	
FL		X		
GA			X	
HI			X	
ID	X*			
IL			X	
IN				X
IA		X		
KS		X		
KY				X
LA		X		
ME				X
MD		X		
MA			X	
MI		X		
MN		X		
MS				X
MO			X	
MT				X
NE		X		
NV		X		
NH			X	
NJ	X			
NM				X
NY				X
NC	X			
ND			X	
OH		X		
OK		X		
OR				X
PA				X
RI			X	
SC				X
SD				X
TN			X	
TX			X	
UT		X		
VT		X		
VA			X*	
WA			X	
WV			X	
WI		X		
WY			X	

Table 6

Licensure/Certification/Registration for Each Discipline Based on State Regulations, National Standards or Both

	Sp.Ed.	PT	OT	Speech	Aud.	Nursing	Medicine	Nutr.	Psyc.	Soc. Wk
AL	S	B	---	B	B	B	B	---	B	S
AK	S	B	?	B	N	B	B	---	B	B
AZ	S	B	---	B	?	B	B	?	B	---
AR	S	B	B	B	B	B	B	B	B	B
CA	?	S	N	B	B	?	B	S	S	S
CO	S	B	---	S	S	S	B	---	S	S
CT	S	B	B	B	B	S	B	---	B	B
DE	S	B	B	B	B	S	B	---	B	B
DC	S	B	N	---	---	S	B	B	B	B
FL	S	B	B	B	B	S	B	---	B	B
GA	S	B	B	B	B	B	B	B	B	B
HI	S	B	B	B	B	S	B	---	B	---
ID	S	B	B	B	B	S	B	N	B	S
IL	S	B	B	S	?	S	B	---	S	S
IN	S	B	---	S	B	S	B	---	B	---
IA	S	B	B	B	B	S	S	B	B	B
KS	S	S	S	S	S	B	B	?	B	S
KY	S	?	?	B	B	?	S	?	B	S
LA	S	B	B	B	B	S	B	B	B	S
ME	S	B	B	B	B	B	B	B	B	B
MD	S	B	?	B	B	S	S	B	B	B
MA	S	S	B	B	B	B	B	---	S	B
MI	S	S	---	---	---	S	S	---	S	B
MN	S	S	---	---	---	?	B	---	S	B
MS	?	B	?	B	B	?	B	S	S	B
MO	S	S	---	B	B	S	B	---	B	---
MT	S	S	B	B	B	S	B	---	B	B
NE	S	S	S	B	B	S	S	?	S	B
NV	S	S	---	S	S	S	B	---	B	B
NH	S	S	S	S	S	S	B	---	B	S
NJ	S	B	---	B	B	?	B	---	B	---
NM	S	B	B	B	B	B	?	---	B	---
NY	S	B	B	B	B	B	B	---	B	S
NC	S	B	?	B	B	?	?	?	S	B
ND	S	S	B	B	B	S	S	B	S	S
OH	S	S	B	B	B	B	B	B	S	B
OK	S	B	S	B	B	B	B	S	B	B
OR	S	S	B	B	B	?	B	?	B	B
PA	S	B	?	S	S	?	B	---	B	B
RI	S	S	B	B	B	S	B	---	S	S
SC	S	S	?	B	B	?	?	---	S	B
SD	S	S	B	S	S	?	B	?	?	B
TN	S	S	B	B	B	?	S	---	B	B
TX	S	S	S	B	B	?	S	B	S	B
UT	S	S	S	B	B	?	B	S	S	S
VT	S	B	---	S	S	S	B	---	B	S
VA	S	S	---	B	B	?	B	?	B	B
WA	S	B	B	---	?	B	B	S	B	B
WV	S	?	B	---	B	S	B	?	B	B
WI	S	B	B	S	---	?	B	---	S	S
WY	S	S	---	B	B	S	B	---	S	B

S=State regulations only
N=National standards only
B=Both state regulations and national standards were used
?=Information unavailable
---=State does not use credential

BEST COPY AVAILABLE

Table 7

Summary of States Using National Standards vs. State Regulations in State Laws for Each Discipline

Discipline	N=	National	State	Both
Special Ed.	46	0	46	0
PT	48	0	21	27
OT	32	2	6	24
Speech	46	0	10	36
Audiology	44	1	7	36
Nursing	35	0	22	13
Medicine	48	0	8	40
Nutrition	16	1	5	10
Psychology	40	0	17	33
Social Work	35	0	15	30

N=Number of states responding to question

Table 8

States Requiring Licensure/Certification/Registration for Each Discipline for Infants/Toddlers Aged Three to Five

	Sp. Ed.	PT	OT	Speech	Aud.	Nursing	Medicine	Nutr.	Psyc.	Soc. Wk
AL	X	X	---	X	X	X	X	---	X	X
AK	X	X	X	X	X	X	X	---	X	X
AZ		X	---	X	?	X	X	?	X	---
AR		X	X	X	X	X	X	X	X	X
CA		X	X	X	X	X	X	---	X	X
CO	X*	X	---	X	X	X	X	---	X	X
CT		X	X	X	X	X	X	---	X	X
DE	X	X	X	X	X	X	X	---	X	X
DC		X	X	---	---	X	X	X	X	X
FL		X	X	X	X	X	X	---	X	X
GA	X	X	X	X	X	X	X	X	X	X
HI		X	X	X	X	X	X	---	X	---
ID	X	X	X	X	X	X	X	X	X	X
IL		X	X	X	X	X	X	---	X	X
IN		X	---	X	X	X	X	---	X	---
IA	X*	X	X	X	X	X	X	X	X	X
KS		X	X	X	X	X	X	X	X	X
KY		X	X	X	X	X	X	?	X	X
LA	X*	X	X	X	X	X	X	X	X	X
ME		X	X	X	X	X	X	X	X	X
MD		X	X	X	X	X	X	X	X	X
MA	X	X	X	X	X	X	X	---	X	X
MI	X*	X	---	---	---	X	X	---	X	X
MN		X	---	---	---	X	X	---	X	X
MS		X	X	X	X	X	X	X	X	X
MO	X	X	---	X	X	X	X	---	X	---
MT		X	X	X	X	X	X	---	X	X
NE	X*	X	X	X	X	X	X	X	X	X
NV	X*	X	---	X	X	X	X	---	X	X
NH		X	X	X	X	X	X	---	X	X
NJ	X	X	X	X	X	X	X	---	X	---
NM		X	X	X	X	X	X	---	X	---
NY		X	X	X	X	X	X	---	X	X
NC	X	X	X	X	X	X	X	X	X	X
ND		X	X	X	X	X	X	X	X	X
OH	X*	X	X	X	X	X	X	X	X	X
OK		X	X	X	X	X	X	X	X	X
OR		X	X	X	X	X	X	?	X	X
PA		X	X	X	X	X	X	---	X	X
RI		X	X	X	X	X	X	---	X	X
SC		X	X	X	X	X	X	---	X	X
SD		X	X	X	X	X	X	?	X	X
TN		X	X	X	X	X	X	---	X	X
TX		X	X	X	X	X	X	X	X	X
UT		X	X	X	X	X	X	X	X	X
VT		X	---	X	X	X	X	---	X	X
VA	X**	X	---	X	X	X	X	?	X	X
WA		X	X	---	---	X	X	X	X	X
WV	X	X	X	---	X	X	X	?	X	X
WI	X*	X	X	X	---	X	X	---	X	---
WY	X	X	---	X	X	X	X	---	X	X

X=Certification/Licensure/Registration required
**=VA has regulations for 2-5 yr. olds
*=Regulations for personnel serving children 0-5
---= Discipline not regulated in state
?=Information unavailable

BEST COPY AVAILABLE

Table 9

Summary of States with Specialized Requirements for Each Discipline Serving Children Age Three and Above

Discipline	N=	States with Special Requirements for 1 - 7
Special Ed.	50	20
PT	51	51
OT	51	40
Speech	51	46
Audiology	50	45
Nursing*	51	51
Medicine*	51	51
Nutrition	45	18
Psychology*	51	51
Social Work	51	44

N=Number of states responding to the question
*=Some information obtained from national organization

Table 10

States Using Certification, Licensure or Both for Each Discipline

	Sp. Ed.	PT	OT	Speech	Aud.	Nursing	Medicine	Nutr.	Psyc.	Soc. Wk.
AL	C	L	---	B	B	L	L	---	L	L
AK	C	L	L	C	L	L	L	---	B	L
AZ	C	L	---	C	---	L	L	?	L	---
AR	C	L	L	L	L	L	L	L	L	L
CA	?	L	L	L	L	L	L	?	L	L
CO	C	L	---	C	C	B	L	---	C	B
CT	C	L	L	B	B	B	L	---	B	B
DE	C	L	L	B	L	B	L	---	B	L
DC	C	L	L	---	---	L	L	L	B	B
FL	C	L	L	L	L	L	L	---	L	L
GA	C	L	L	L	L	L	L	L	L	L
HI	C	L	L	L	L	L	L	---	L	---
ID	C	L	L	C	C	B	L	L	B	B
IL	C	L	L	C	?	B	L	---	B	B
IN	C	L	---	L	L	L	L	---	L	---
IA	C	L	L	B	B	L	L	L	B	B
KS	C	L	L	C	C	L	L	L	B	B
KY	C	L	?	L	L	L	L	?	L	L
LA	C	L	L	B	B	B	L	L	B	B
ME	C	L	L	L	L	L	L	L	L	L
MD	C	L	L	L	L	L	L	L	B	L
MA	C	L	L	L	L	L	L	---	L	L
MI	C	L	---	---	---	L	L	---	L	L
MN	C	L	---	---	---	L	L	---	B	L
MS	?	L	?	L	L	L	L	L	L	L
MO	C	L	---	L	L	L	L	---	L	---
MT	C	L	L	L	L	L	L	---	B	L
NE	C	L	L	L	L	L	L	L	L	L
NV	C	L	---	L	L	L	L	---	L	L
NH	C	L	L	C	L	L	L	---	L	L
NJ	C	L	---	L	L	L	L	---	L	---
NM	C	L	L	B	B	L	L	---	L	---
NY	C	L	L	L	L	L	L	---	L	L
NC	C	L	?	L	L	L	L	?	L	L
ND	C	L	L	L	L	L	L	L	L	L
OH	C	L	L	L	L	L	L	L	L	L
OK	C	L	L	L	L	L	L	L	L	L
OR	C	L	L	B	B	L	L	?	L	L
PA	C	L	?	B	L	L	L	---	L	L
RI	C	L	L	L	L	B	L	---	B	B
SC	?	L	?	L	L	L	L	---	L	L
SD	C	L	L	C	C	L	L	L	L	L
TN	C	L	L	L	L	L	L	---	L	L
TX	C	L	L	L	L	L	L	L	L	L
UT	C	L	L	L	L	L	L	L	L	L
VT	C	L	---	C	C	L	L	---	B	L
VA	C	L	---	L	L	L	L	?	L	L
WA	C	L	L	---	?	L	L	L	L	L
WV	C	L	L	---	C	B	L	?	B	L
WI	C	L	L	C	---	B	L	---	C	---
WY	C	L	---	B	B	C	L	---	B	B

C=Certification reported as being utilized
L=Licensing reported as being utilized
B=Both certification and licensure reported as being utilized
---=State utilize credential
?=Information unavailable

BEST COPY AVAILABLE

Table 11

Summary of States Using a Credential for Each Discipline

Discipline	N=	License	Certificate	Both
Special Ed.	48	0	48	0
PT	51	51	0	0
OT	46	34	0	0
Speech	51	27	10	9
Audiology	49	31	6	7
Nursing*	51	41	1	9
Medicine*	51	51	0	0
Nutrition	44	18	0	0
Psychology*	51	33	2	16
Social Work	50	34	0	10

N=Number of states responding to question
*=Some data obtained through national organization

Table 12

States Using Degree, Coursework, Competencies to regulate Licensure/Certification/Registration for Each Discipline

	Sp. Ed.	PT	OT	Speech	Aud.	Nursing	Medicine	Nutr.	Psyc.	Soc. Wk
AL	D	D	---	D	D,C	D,C	D	---	D,C	D
AK	D	D	D	D	D	D	D	---	D	D
AZ	D	D	---	D	---	D	D	?	D	---
AR	D	D	D	D	D	D	D	D	D	D
CA	?	D	D	D	D	?	D	---	D	D
CO	D	D	---	D,C	D,C	D	D	---	D	D
CT	D	D	D	D	D	D	D	---	D	D
DE	D	D	D	D	D	D	D	---	D	D
DC	D	D	D	---	---	D	D	D	D	D
FL	D	D	D	D	D	D	D	---	D	D
GA	D	D	D	D	D	D	D	D	D	D
HI	D	D	D	D	D	D	D	---	D	---
ID	D	D	D	D	D	D	D	D	D	D
IL	D	D	D	D	?	D	D	---	D	D
IN	D	D	---	D	D	D	D	---	D	---
IA	D	D	D	D	D	D	D	D	D	D
KS	D	D	D	C	C	D	D	D	D,C	D,C
KY	D	?	?	D	D	?	D	?	D	D
LA	D	D	D	D	D	D	D	D	D	D
ME	D	D	D	D	D	D	D	D	D	D
MD	D	D	D	D	D	D	D	D	D	D
MA	D	D	D	D	D	D	D	---	D	D
MI	D	D	---	---	---	D	D	---	D	D
MN	D	D	---	---	---	?	D	---	D	D
MS	?	D	?	D	D	?	D	D	D	D
MO	D	D	---	D	D	D	D	---	D	---
MT	D	D	D	D	D	D	D	---	D	D
NE	D	D	D	D	D	D	D	D	D	D
NV	D	D	---	D	D	D	D	---	D	D
NH	D	D	D	D	D	D	D	---	D	D
NJ	?	D	---	D	D	?	D	---	D	---
NM	D	D	D	D	D	D	D	---	D	---
NY	D	D	D	D	D	D	D	---	D	D
NC	C	D	?	D	D	?	D	?	D	D
ND	D	D	D	D	D	D	D	D	D	D
OH	D	D	D	D	D	D	D	D	D	D
OK	D	D	D	D	D	D	D	D	D	D
OR	D	D	D	D	D	?	D	?	D	D
PA	D	D	?	D	D	D	D	---	D	D
RI	D	D	D	D	D	D	D	---	D	D
SC	?	D	?	D	D	?	D	---	D	D
SD	D	D	D	D	D	D	D	D	D	D
TN	D	D	D	D	D	D	D	---	D	D
TX	D	D	D	D	D	?	D	D	D	D
UT	D	D	D	D	D	D	D	D	D	D
VT	D	D	---	D	D,C	D	D	---	D,C	D
VA	D	D	---	D	D	?	D	?	D	D
WA	D	D	D	---	---	D	D	D	D	D
WV	D	?	D	---	C	D,C	D	?	D	D
WI	D	D	D	D	---	D	D	---	D	---
WY	D	D	---	D	D	D	D	---	D	D

C=Competency Based certification/licensure
D=Coursework or degree based certification/licensure
---=State does not utilize credential
?=Information unavailable

BEST COPY AVAILABLE

Table 13

Summary of States Using Coursework, Degree or Competency Based Credentialing for Each Discipline

Discipline	N=	Degree	Competency	Both
Special Ed.	47	46	1	0
PT	49	49	0	0
OT	34	34	0	0
Speech	46	44	1	1
Audiology	44	39	2	3
Nursing	41	39	0	2
Medicine	51	51	0	0
Nutrition	18	18	0	0
Psychology	51	48	0	3
Social Work	44	43	0	1

N=Number of states responding to the question

Table 14

States' Licensure/Certification/Registration for Each Discipline Requiring Graduate or Undergraduate Education

	Sp.Ed.	PT	OT	Speech	Aud.	Nursing	Medicine	Nutr.	Psyc.	Soc. Wk.
AL	G	U	---	G	G	U	G	---	G	G
AK	U	U	G	G	G	U	G	---	G	G
AZ	G	U	---	U	?	U	G	?	G	---
AR	U	U	U	G	G	U	G	G	G	G
CA	?	U	G	G	G	?	G	U	G	G
CO	U	U	---	G	G	U	G	---	G	G
CT	G	U	U	G	G	U	G	---	G	G
DE	U	U	U	G	G	U	G	---	G	G
DC	U	G	G	---	---	U	G	U	G	G
FL	U	U	U	G	G	U	G	---	G	G
GA	G	U	U	G	G	U	G	G	G	G
HI	G	U	U	G	G	G	G	---	G	---
ID	G	U	U	G	G	G	G	G	G	G
IL	U	U	U	G	?	G	G	---	G	G
IN	U	U	---	G	G	U	G	---	G	---
IA	U	U	U	G	G	U	G	U	G	G
KS	G	U	U	U	U	G	G	U	G	G
KY	U	?	?	G	G	?	G	?	G	G
LA	G	U	U	G	U	G	G	G	G	G
ME	U	U	U	G	G	U	G	U	G	G
MD	G	U	U	G	G	U	G	G	G	G
MA	U	U	U	G	G	U	G	---	G	G
MI	U	U	---	---	---	G	G	---	G	G
MN	U	U	---	---	---	?	G	---	G	G
MS	?	U	?	G	G	?	G	U	G	G
MO	U	U	---	G	G	U	G	---	G	---
MT	G	U	U	G	G	U	G	---	G	G
NE	U	U	U	G	G	U	G	U	G	G
NV	U	U	---	G	G	U	G	---	G	G
NH	U	U	U	G	G	U	G	---	G	G
NJ	U	U	G	G	G	?	G	---	G	---
NM	U	U	U	G	G	U	G	---	G	---
NY	U	U	G	G	G	U	G	---	G	G
NC	U	U	?	G	G	?	G	?	G	G
ND	U	U	U	G	G	U	G	G	G	G
OH	U	U	U	G	G	U	G	U	G	G
OK	U	U	G	G	G	U	G	G	G	G
OR	G	U	U	G	G	?	G	?	G	G
PA	U	U	?	G	G	U	G	---	G	G
RI	G	U	U	G	G	G	G	---	G	G
SC	?	U	?	G	G	?	G	---	G	G
SD	U	U	U	U	U	U	G	G	G	G
TN	U	U	U	G	G	U	G	---	G	G
TX	U	U	U	G	G	?	G	U	G	G
UT	U	U	U	G	G	U	G	U	G	U
VT	U	U	---	G	G	U	G	---	G	G
VA	U	U	---	G	G	?	G	?	G	G
WA	U	U	U	---	---	U	G	U	G	G
WV	U	?	U	---	U	U	G	?	G	G
WI	U	U	U	G	---	U	G	---	G	---
WY	U	U	---	G	G	U	G	---	G	G

U=Undergraduate coursework required
G=Graduate degree required
---=State does not utilize credential
?=Information unavailable

BEST COPY AVAILABLE

Table 15

Summary of States Requiring Graduate or Undergraduate Level Education for Certification / Licensure in Each Discipline

Discipline	N=	Graduate	Undergraduate
Special Ed.	48	12	36
PT	49	1	48
OT	34	5	29
Speech	46	43	3
Audiology	44	40	4
Nursing	41	7	34
Medicine*	51	51	0
Nutrition	19	8	11
Psychology*	51	51	0
Social Work*	44	43	1

N=Number of states responding to question
*=Some data obtained through national organization

Table 16

States Using National or State Exams for Certification or Licensure for Each Discipline

	Sp. Ed.	PT	OT	Speech	Aud.	Nursing	Medicine	Nutr.	Psyc.	Soc. Wk.
AL	?	Y	---	Y	Y	S	Y	---	N	*
AK	N	Y	Y	N	N	Y	S	---	Y	N
AZ	S	Y	---	S	?	S	Y	?	Y	---
AR	Y	S	Y	Y	Y	Y	Y	Y	Y	Y
CA	?	S	Y	Y	Y	?	S	S	S	*
CO	N	S	---	?	?	S	Y	---	?	*
CT	N	S	Y	Y	Y	S	Y	---	Y	Y
DE	N	Y	Y	Y	Y	S	Y	---	Y	Y
DC	N	Y	Y	---	---	S	Y	Y	S	S
FL	S	Y	Y	Y	Y	S	Y	---	Y	S
GA	Y	S	S	Y	Y	Y	Y	Y	Y	Y
HI	Y	Y	Y	Y	Y	S	Y	---	Y	---
ID	Y	Y	S	Y	Y	S	Y	Y	Y	Y
IL	S	S	Y	S	S	Y	Y	---	S	S
IN	S	N	---	Y	Y	S	Y	---	Y	---
IA	N	S	Y	Y	Y	S	S	Y	S	Y
KS	N	*	*	N	N	Y	Y	N	?	*
KY	N	?	?	Y	?	S	S	?	Y	Y
LA	Y	Y	Y	Y	Y	S	Y	Y	Y	S
ME	Y	S	Y	Y	Y	Y	Y	Y	Y	S
MD	Y	S	Y	Y	Y	S	S	S	Y	S
MA	N	S	Y	Y	Y	Y	Y	---	S	S
MI	N	S	---	---	---	?	S	---	S	N
MN	N	S	---	---	---	?	Y	---	S	*
MS	?	S	?	Y	Y	?	Y	S	S	S
MO	N	S	---	S	S	S	Y	---	Y	---
MT	S	S	Y	S	S	Y	Y	---	Y	Y
NE	S	S	S	Y	Y	S	S	S	S	S
NV	N	S	---	?	?	S	Y	---	Y	Y
NH	N	S	S	?	Y	Y	Y	---	Y	Y
NJ	Y	Y	---	?	?	?	Y	---	Y	---
NM	Y	Y	Y	Y	Y	Y	Y	---	Y	---
NY	N	Y	Y	Y	Y	Y	Y	---	Y	*
NC	N	Y	?	?	?	?	Y	?	S	*
ND	N	S	Y	Y	Y	Y	S	Y	S	Y
OH	N	Y	Y	Y	Y	Y	Y	Y	S	Y
OK	N	*	*	*	*	*	*	N	*	*
OR	Y	S	Y	?	?	?	Y	?	Y	N
PA	N	S	?	?	?	?	Y	---	Y	*
RI	N	S	Y	Y	Y	S	Y	---	S	Y
SC	?	Y	?	?	?	?	?	---	Y	N
SD	N	S	Y	?	?	?	Y	?	*	?
TN	?	S	Y	?	?	S	?	---	Y	*
TX	N	S	S	S	S	?	S	Y	S	*
UT	N	S	S	Y	Y	Y	Y	S	S	S
VT	N	Y	---	N	?	S	Y	---	Y	Y
VA	Y	S	---	Y	Y	?	Y	?	Y	Y
WA	N	Y	Y	---	?	Y	Y	S	Y	Y
WV	S	?	S	---	Y	S	Y	?	Y	*
WI	N	Y	?	N	---	?	Y	---	S	---
WY	N	S	---	S	S	?	Y	---	S	*

Y=National Exam Used
S=State exam used
N=No exam used

*=Exam used not specified as state or national
?=Information unavailable
---=State does not utilize credential

BEST COPY AVAILABLE

Table 17

Summary of Types of Exams Used for Each Discipline in Each State

Discipline	N=	National	State	Unspecified	None
Special Ed.	46	11	7	0	28
PT	49	18	28	2	1
OT	33	24	7	2	0
Speech	36	25	6	1	4
Audiology	34	26	5	1	2
Nursing	36	14	21	1	0
Medicine	49	39	9	1	0
Nutrition	18	10	6	0	2
Psychology	48	29	17	1	1
Social Work	44	16	10	14	4

N=Number of states responding to question

Table 18

Levels of Certification/Licensure in Each Discipline for Each State

	Sp. Ed.	PT	OT	Speech	Aud.	Nursing	Medicine	Nutr.	Psyc.	Soc. Wk
AL	1	2	---	2	2	1	1	---	1	4
AK	1	2	2	1	1	2	1	---	1	1
AZ	2	1	---	2	?	2	1	?	1	---
AR	2	1	1	1	1	2	1	2	2	3
CA	?	?	4	1	1	?	1	---	2	1
CO	1	2	---	1	1	2	1	---	1	1
CT	2	1	1	1	1	2	1	---	?	1
DE	1	2	2	1	1	3	1	---	3	1
DC	2	2	2	---	---	1	1	1	1	2
FL	1	2	2	1	1	2	1	---	1	1
GA	2	2	2	1	1	2	1	1	1	2
HI	2	2	2	1	1	3	1	---	1	---
ID	2	2	2	1	1	2	1	1	2	2
IL	1	1	2	1	?	2	1	---	1	2
IN	1	2	---	1	1	2	1	---	1	---
IA	1	1	2	1	1	2	1	2	1	1
KS	2	2	2	2	2	1	1	1	2	3
KY	1	?	?	1	1	?	1	?	3	3
LA	3	2	2	3	2	3	1	1	2	2
ME	1	2	2	1	1	2	1	1	2	3
MD	3	2	1	2	2	2	1	2	2	3
MA	1	2	2	1	1	2	1	---	1	4
MI	2	1	---	---	---	2	1	---	1	3
MN	2	1	---	---	---	?	1	---	2	4
MS	?	1	?	1	1	?	1	1	1	3
MO	4	1	---	1	1	2	1	---	1	---
MT	2	1	1	1	1	2	1	---	2	1
NE	3	2	2	1	1	1	1	1	1	2
NV	1	1	---	1	1	2	1	---	1	4
NH	1	2	2	1	1	1	1	---	1	1
NJ	1	2	---	1	1	?	1	---	1	---
NM	1	2	2	1	1	2	1	---	1	---
NY	2	2	2	1	1	2	1	---	1	1
NC	4	2	?	1	1	?	1	?	2	4
ND	1	1	1	1	1	2	1	2	1	2
OH	2	1	1	1	1	2	1	1	2	?
OK	2	1	1	1	1	1	1	1	1	?
OR	1	2	1	1	1	?	1	?	1	1
PA	1	1	?	1	1	1	1	---	1	2
RI	2	2	1	1	1	4	1	---	2	2
SC	?	2	?	1	1	?	1	---	1	1
SD	1	1	2	1	1	4	1	1	1	4
TN	1	2	3	1	1	1	1	---	2	2
TX	1	3	1	1	1	?	1	2	1	4
UT	2	1	2	1	1	2	1	1	1	4
VT	2	2	---	2	2	2	1	---	2	1
VA	1	2	---	1	1	?	1	?	3	2
WA	2	2	2	---	---	2	1	1	1	1
WV	2	?	2	---	1	1	1	?	1	3
WI	2	1	2	1	---	1	1	---	2	---
WY	1	1	---	1	1	1	1	---	1	1

1=one level of certification/licensure
2=two levels of certification/licensure
3=three levels of certification/licensure
4=four or more levels of certifcation/licensure
---=State does not utilize credential
?=Information unavailable

BEST COPY AVAILABLE

Table 19

Summary of States Utilizing Different Levels of Certification / Licensure in Each Discipline for Each State

Discipline	N=	1 level	2 levels	3 levels	4 or more
Special Ed.	48	23	20	3	2
PT	48	19	28	1	0
OT	34	10	22	1	1
Speech	46	40	5	1	0
Audiology	45	40	5	0	0
Nursing	41	11	25	3	2
Medicine	51	51	0	0	0
Nutrition	18	13	5	0	0
Psychology	50	32	15	3	0
Social Work	44	15	11	10	8

N=Number of states responding to question

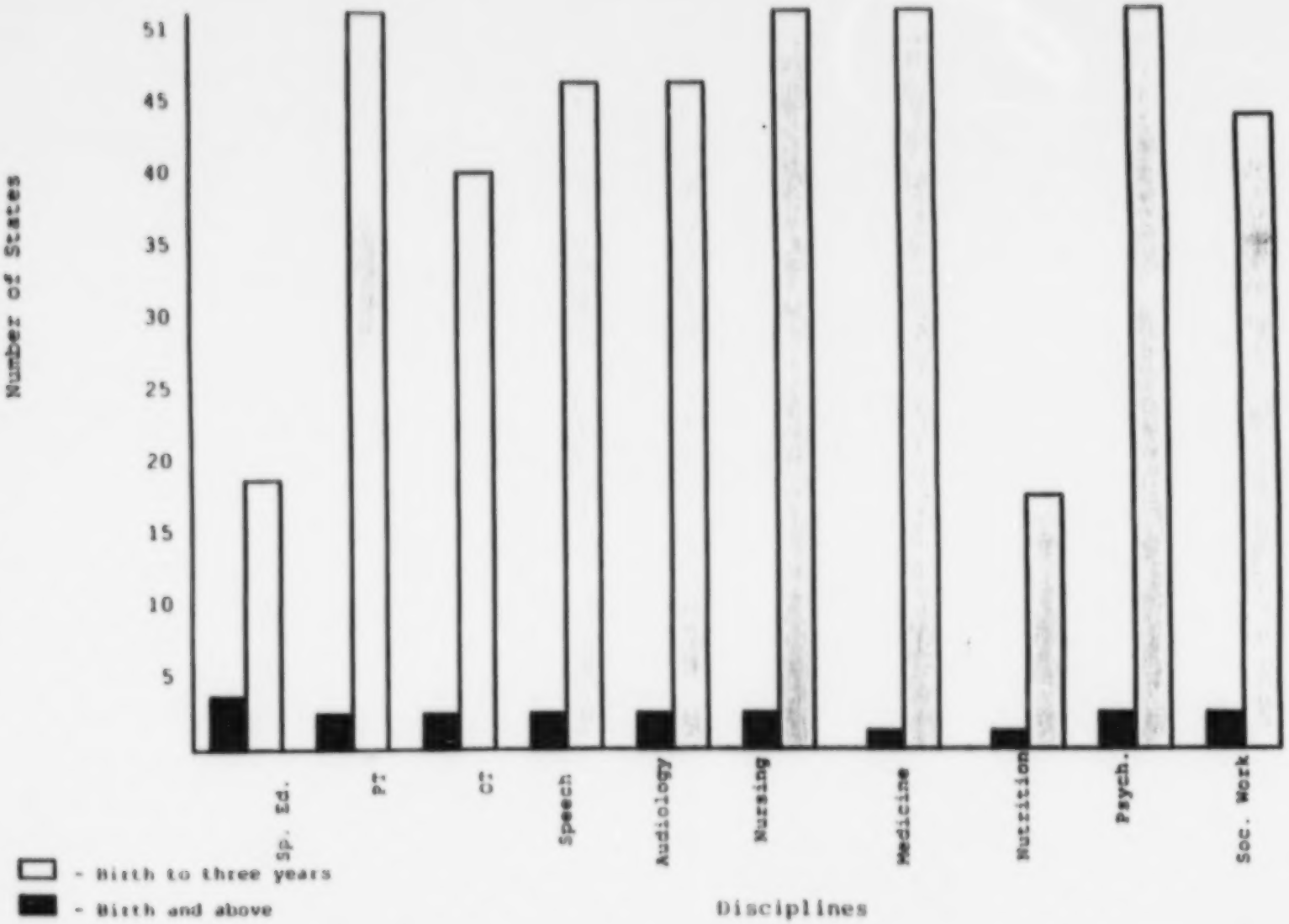

Figure 1. Number of States Requiring Licensure/Certification/Registration for Each Discipline Specific to Infants/Toddlers Aged Birth to Three and Birth and Above.

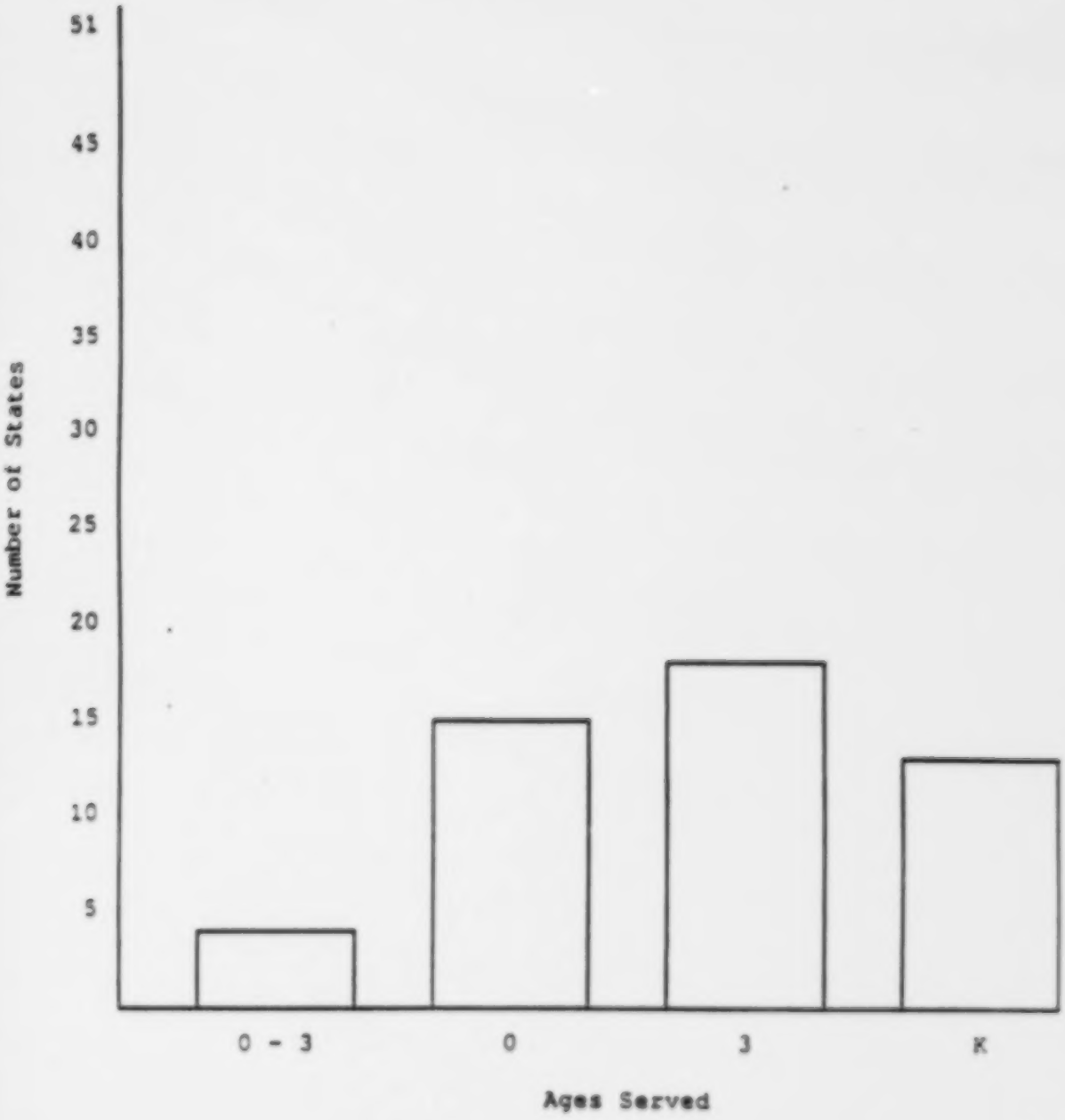

Figure 2. Earliest Ages Requiring Credential for Special Education Personnel for Each State.

State Regulatory Agencies for Each Discipline

State	Special Education	Physical Therapy	Occupational Therapy
AL	Teacher Cert.Office AL Dept. of Education	Board of PT	----------
AK	Teacher Education & Cert. AK Dept. of Education	State PT & OT Board Dept. of Commerce	State OT & PT Board Dept. of Commerce and Econ. Dev.
AZ	Teacher Cert. Unit AZ Dept. of Education	AZ State Board of PT Examiners	----------
AR	Teacher Education & Cert. AR Dept. of Education	AR State Medical Board	AR State Medical Board
CA	CA Commission on Teacher Credentialing	PT Examining Committee Dept. of Consumer Affairs	AOTA
CO	Teacher Ed. & Cert. Unit CO Dept. of Education	PT Registration Dept. of Regulatory Agencies	----------
CT	Bur. of Cert. & Accreditation CT Dept. of Education	PT Licensing Section Dept. of Health Services	Div. of Med. Quality Assurance State Dept. of Health Services
DE	Cert. & Personnel Division DE Dept. of Public Instruction	Board of PT Div. of Prof. Regulation	DE State Board of OT Div. of Prof. Regulation
DC	DC Dept. of Cert. & Accreditation	DC PT Examining Board Dept. of Cons. and Reg. Affairs	Dept. of Cons. and Reg. Affairs
FL	Teacher Education & Cert. FL Dept. of Education	Dept. of Prof. Regulation FL Board of Medical Examiners	Dept. of Prof. Regulation FL Board of Medical Examiners
GA	Teacher Education & Cert. GA Dept. of Education	GA State Board of PT State Examining Board	GA State Board of OT Examining Board Division
HI	Office of Personnel Services HI Dept. of Education	Board of PT	AOTA
ID	Teacher Education & Cert. ID Dept. of Education	ID State Board of Medicine	ID State Board of Medicine
IL	IL Certification & Placement State Teacher Cert. Board	PT Lic. and Discipl. Committee Dept. of Prof. Regulation	IL Dept. of Reg. & Education
IN	Teacher Certification IN Dept. of Public Instruction	Health Professions Bureau	----------
IA	Teacher Education & Cert. IA Dept. of Public Instruction	Board of PT & OT Dept. of Public Health	PT & OT Board of Examiners
KS	Teacher Education & Cert. KS Dept. of Education	KS PT Examining Committee KS State Board of Healing Arts	KS State Board of Healing Arts
KY	Teacher Education & Cert. KY Dept. of Education	KY State Board of PT	KY OT License Board
LA	Bur. of Higher Ed. & Teacher Cert. LA Dept. of Education	LA State Board of PT Examiners	OT Division LA State Board of Med. Examiners
ME	Teacher Cert. & Placement ME Dept. of Ed. & Cultural Service	Board of Examiners in PT Dept. of Prof. and Fin. Regulation	Board of OT Practice Dept. of Prof. and Fin. Regulation
MD	Teacher Education & Cert. MD Dept. of Education	State Board of PT Examiners	Board of OT Practice Dept. of Health&Mental Hygiene
MA	Bur. of Teacher Prep./Cert. & Place. MA Dept. of Education	Board of Allied Health Prof.	Board of Reg. in Allied Health Professions
MI	Teacher Preparation & Cert. MI Dept. of Education	Board of PT	----------
MN	Personnel Licensing & Placement MN Dept. of Education	PT Advisory Council Board of Medical Examiners	----------
MS	Office of Teacher Cert. MS Dept. of Education	MS State Board of PT Dept. of Health-Special Licensure	MS State Board of OT
MO	Teacher Education & Cert. MO Dept. of El. & Sec. Education	MO State Board of Reg. for the Healing Arts	----------
MT	Teacher Ed., Cert. & Staff Dev. MT Dept. of Public Instruction	Board of PT Examiners	Dept. of Commerce MT Board of OT

Note: *=Board exists, name unknown
?=Information unavailable
---=No regulating agency for discipline in state

BEST COPY AVAILABLE

State Regulatory Agencies for Each Discipline

State	Special Education	Physical Therapy	Occupational Therapy
NE	Teacher Education and Cert. NE Dept. of Education	Bureau of Examining Boards State Dept. of Health	Bureau of Examining Boards Dept. of Health
NV	Teacher Education and Cert. NV Dept. of Education	NV State Board of PT Examiners	----------
NH	Office of Teacher Education NH Dept. of Education	PT Advisory Committee Board of Reg. in Medicine	OT Licensure NH Board of Registration in Med
NJ	NJ Dept. of Education	NJ State Board of PT	AOTA (state law)
NM	Educator Preparation & Licensure NM Dept. of Education	Regulation and Licensing Sect.	NM Board of OT Practice
NY	Teacher Education & Cert. NY Dept. of Education	State Board for PT NY State Education Dept.	Div. of Professional Licensing Serv. State Education Department
NC	Division of Certification NC Dept. of Public Instruction	NC Board of PT Examiners	NC Board of OT
ND	ND Dept. of Public Instruction	State Examining Committee for PT	State Board of OT Practice
OH	Teacher Education & Cert. OH Dept. of Education	OH OT - PT Board	OH OT & PT Board
OK	Teacher Certification Section OK Dept. of Education	OK State Board of Med. Licensure and Supervision	State Board of Medical Licensure and Supervision
OR	OR Teacher Standards & Practices Commission	PT Licensing Board	OR OT Licensing Board
PA	Bureau of Teacher Prep. & Cert. PA Dept. of Education	PA State Board of PT	State Board of OT Ed. and Licensure
RI	School & Teacher Accreditation RI Dept. of Education	Div. of Professional Regulation	RI Board of OT Dept. of Health
SC	Teacher Education & Cert. SC Dept. of Education	State Board of PT Examiners	SC Board of OT
SD	Teacher Certification Office SD Dept. of Education	State Board of Medical and Osteopathic Examiners	State Board of Medical and Osteopathic Examiners
TN	Teacher Education & Cert. TN Dept. of Education	TN State Board of OT & PT Examiners	Committee of OT Board of OT & PT Examiners
TX	Division of Certification TX Education Agency	TX State Board of PT Examiners	TX Advisory Board of OT TX Rehab. Commission
UT	Instruction & Support Services UT State Office of Education	PT Committee Div. of Occup. & Prof. Licensing	UT State OT Advisory Committee Div. of Occup. and Prof. Licensing
VT	Educational Resources Unit VT Dept. of Education	PT Registration	----------
VA	Teacher education & Cert. VA Dept. of Education	Dept. of Health Prof.. Board of Medicine	----------
WA	Superintendent of Public Instruction	Dept. of Licensing	Department of Licensing OT Board
WV	Professional Education WV Dept. of Education	WV Board of PT	WV Board of OT
WI	Teacher Education & Cert. WI Dept. of Public Instruction	WI Dept. of Regulation & Licensing Medical Examining Board	WI Dept. of Regulation & Licensing
WY	Certification/Licensing Unit WY Dept. of Public Instruction	WY State Board of PT	----------

Note: *=Board exists, name unknown
?=Information unavailable
---=No regulating agency for discipline in state

BEST COPY AVAILABLE

State Regulatory Agencies for Each Discipline

State	Speech Pathology	Audiology	Nursing
AL	AL Board of Examiners for Speech Pathology and Audiology	AL Board of Exam. for Speech Pathology and Audiology	Board of Nursing
AK	Dept. of Education	Div. of Occupational Licensing	Div. of Occupational Licensing
AZ	Dept. of Education	----------	Board of Nursing
AR	Board of Examiners for Speech Path and Audiology	Board of Exam. for Sp. Path & Audiology	Board of Nursing
CA	Sp. Path & Aud. Exam. Committee Medical Quality Assurance	Sp. Path & Aud. Exam. Committee Medical Quality Assurance	Board of Nursing
CO	Dept. of Education	Dept. of Education	Board of Nursing
CT	SP. Path & Audiology Licensing Dept. of Health Services	SP. Path & Audiology Licensing Dept. of Health Services	Dept. of Health
DE	Board. of Aud, Sp.Path & Hearing Aid Dealers	Board of Aud, Sp. Path & Hearing Aid Dealers	Board of Nursing
DC	Dept. of Education	Dept. of Education	Dept of Consumer and Regulatory Affairs
FL	Sp-Lg Path & Aud. Advis. Council FL Dept. of Education	Sp-Lg Path & Aud. Advis. Council FL Dept. of Education	Board of Nursing
GA	GA Board of Examiners for Speech Pathology and Audiology	GA Board of Examiners for Speech Pathology and Audiology	GA Board of Nursing
HI	Board of Sp.Path & Audiology Dept. of Commerce&Consum.Affairs	Board of Sp.Path & Audiology Dept. of Comm.&Consum.Affairs	State Board of Nursing Dept. of Commerce&Cons. Affairs
ID	Dept. of Education	Dept. of Education	Board of Nursing
IL	Dept. of Prof. Regulation	Dept. of Prof Regulation	Dept. of Prof. Regulation
IN	Board of Examiners in Sp. Path & Audiology	Board of Examiners in Sp. Path & Audiology	IN State Board of Nursing
IA	Board of Sp.Path&Aud. Examiners State Dept. of Health	Board of Sp.Path&Aud. Exam. Dept. of Public Health	IA Board of Nursing
KS	Dept. of Education	Dept. of Education	Board of Nursing
KY	Board of Examiners of Sp. Path and Aud.	Board of Examiners of Sp. Path and Aud.	Board of Nursing
LA	LA Board of Examiners for Sp. Path & Audiology	Board of Examiners Sp. Path & Audiology	State Board of Nursing
ME	Board of Examiners on Sp. Path & Audiology	Board of Examiners on Sp. Path & Audiology	ME State Board of Nursing
MD	Boards of Examiners for Sp. Path & Audiology	Boards of Examiners for Sp. Path & Audiology	Board of Nursing
MA	Board of Registration for Sp/Lg Path and Audiology	Board of Registration for Sp/Lg Path and Audiology	Board of Registration in Nursing
MI	----------	----------	MI Dept. of Licensing and Regulation
MN	----------	----------	*
MS	Council of Advis. in Sp. Path&Aud State Dept. of Health -Sp.Lic.	Coun. of Advis. in Sp.Path&Aud State Dept. of Health -Sp.Lic.	State Board of Nursing Examiners
MO	MO State Board of Reg. for the Healing Arts	MO State Board of Reg. for the Healing Arts	MO State Board of Nursing
MT	Board of Sp. Path & Aud Dept. of Prof and Occup. Licens.	Board of Sp. Path & Aud Dept. of Prof and Occup. Licen.	MT State Board of Nursing

Note: *=Board exists, name unknown
?=Information unavailable
---=No regulating agency for discipline in state

State Regulatory Agencies for Each Discipline

State	Speech Pathology	Audiology	Nursing
NE	Bureau of Examining Boards State Dept. of Health	Bureau of Examining Boards Dept. of Health	Bureau of Examining Boards Dept. of Health
NV	Board of Examiners for Aud. and Sp. Pathology	Board of Examiners for Aud. and Sp. Pathology	State Board of Nursing
NH	Dept. of Education	Dept. of Education	NH Board of Nursing
NJ	Aud. and Sp-Lg Path. Advisory Committee	Aud. and Sp-Lg Path. Advisory Committee	Board of Nursing
NM	Sp-Lg Path. and Aud. Advis. Board Dept. of Health and Environment	Sp-Lg Path. and Aud. Advis. Board Dept. of Health and Environment	Board of Nursing
NY	Sp-Lg Path. & Aud. Unit NY State Education Dept.	Sp-Lg Path. & Aud. Unit NY State Education Department	State Education Dept.
NC	Board of Examiners for Sp-Lg Path. & Aud.	Board of Examiners for Sp-Lg Path. & Aud.	*
ND	State Board of Examiners on Aud. & Sp. Path.	State Board of Examiners on Aud. & Sp. Path.	ND Board of Nursing
OH	Board of Sp. Path and Aud.	Board of Sp. Path and Aud.	OH Board of Nursing
OK	Board of Examiners for Sp. Path. & Aud.	Board of Examiners for Sp. Path. & Aud.	Board of Nursing
OR	State Board of Examiners for Sp. Path & Aud.	State Board of Examiners for Sp. Path & Aud.	Board of Nurse Examiners
PA	Board of Exam. in Sp-Lg & Hear Bur. of Prof. & Occup. Affairs	Board of Exam. in Sp-Lg & Hear Bur. of Prof. & Occup. Affairs	Board of Nursing
RI	Board of Exam. for Sp.Path & Aud. Dept. of Prof. Reg.	Board of Exam. for Sp.Path & Aud. Dept. of Prof. Reg.	Board of Nursing Dept. of Health
SC	State Board of Examiners in Sp.Path & Aud.	SC Board of OT & Aud.	*
SD	Dept. of Education	Dept. of Education	Dept. of Commerce & Regulation
TN	Board of Exam. for Sp. Path & Aud Dept. of Public Health	Board of Exam. for Sp. Path & Aud Dept. of Public Health	TN Board of Nursing
TX	TX State Committee of Examiners for Sp-Lg Path and Aud.	TX State Committee of Examiners for Sp-Lg Path and Aud.	Board of Nursing Examiners
UT	Sp. Path and Aud. Advis. Board Div. of Occup. & Prof. Licensing	Sp. Path and Aud. Advis. Board Div. of Occup. & Prof. Licensing	State Board of Nursing Dept. of Business Regulation
VT	Dept. of Education	Dept. of Education	VT Board of Nursing
VA	Board of Exam. for Aud. & Sp.Path Dept. of Commerce	Board of Exam. for Aud. & Sp.Path Dept. of Commerce	Board of Nursing
WA	----------	----------	State Board of Nursing Dept. of Licensing
WV	----------	Dept. of Education	WV Board of Examiners for Reg. Prof. Nursing
WI	Dept. of Education	----------	Board of Nursing
WY	Board of Examiners for Sp. Path & Aud.	Board of Examiners for Sp. Path & Aud.	*

Note: *=Board exists, name unknown
?=Information unavailable
---=No regulating agency for discipline in state

BEST COPY AVAILABLE

State Regulatory Agencies for Each Discipline

State	Medicine	Nutrition	Psychology
AL	AL State Board of Medicine	----------	Board of Examiners in Psych.
AK	AK Board of Medical Examiners	----------	Board of Psych and Psych Assoc. Exam. Dept. of Commerce and Econ. Dev.
AZ	AZ Board of Medical Examiners	?	Board of Psych. Examiners
AR	AR State Medical Board	Dept. of Health	Board of Examiners in Psych.
CA	CA Board of Med. Quality Assurance	?	Psychology Examining Committee
CO	Board of Medical Examiners	----------	Board of Psychologists Examiners
CT	CT Dept. of Health Services Medical Quality Assurance	----------	CT Psych. Licensure Dept. of Health Services
DE	Board of Medical Practice	----------	Board of Examiners of Psychologists
DC	Board of Medicine	Dept. of Consumer and Regulatory Affairs	Board of Psychology
FL	Board of Medical Examiners	----------	Board of Psychologist Examiners Dept. of Professional Regulation
GA	Composite State Board of Medical Examiners	GA Board of Examiners of Licensed Dietitians	Board of Examiners of Psychologists State Examining Board
HI	Board of Medical Examiners	----------	Board of Psychology
ID	State Board of Medicine	*	Board of Psychologist Examiners Bureau of Occupational Licenses
IL	Dept. of Education and Registration	----------	Clinical Psych. Lic. & Disc. Committee Dept. of Prof. Regulation
IN	IN Health Professions Service Bur.	----------	State Psychology Board
IA	Board of Medical Examiners	Board of Dietetic Examiners	Board of Psychology Examiners Dept. of Public Health
KS	State Board of Healing Arts	Dept. of Health and Environment	Behavioral Science Regulatory Board
KY	Board of Healing Arts	?	State Board of Psychology
LA	LA State Board of Medical Examiners	State Board of Examiners in Dietetics and Nutrition	Board of Examiners of Psychologists
ME	ME Board of Registration in Medicine	Board of Licensure for Dietetic Practice	Board of Examiners of Psychologists Dept. of Prof. & Fin. Regulation
MD	Board of Medical Examiners	Board of Dietetic Practice Dept. of Health & Mental Hygiene	Board of Examiners of Psychologists
MA	MA Board of Reg. in Medicine	----------	Board of Registration of Psychologists
MI	Michigan Board of Medicine	----------	Board of Psychology Dept. of Licensing and Regulation
MN	Board of Medical Examiners	----------	Board of Psychology
MS	MS State Board of Medical Licensure	State Dept. of Health	Board of Psychological Examiners
MO	MO State Board of Reg. Healing Arts	----------	State Committee of Psychologists
MT	MT State Board of Medical Examiners	----------	Board of Psychologists Dept. of Commerce

Note: *=Board exists, name unknown
?=Information unavailable
---=No regulating agency for discipline in state

BEST COPY AVAILABLE

State Regulatory Agencies for Each Discipline

State	Medicine	Nutrition	Psychology
NE	NE State Board of Examiners in Med. & Surg.	Bureau of Examining Boards Dept. of Health	Board of Examining Psychologists Bureau of Examining Boards
NV	NV State Board of Medical Examiners	----------	Board of Psychological Examiners
NH	Board of Registration in Medicine	----------	Board of Examiners of Psychology
NJ	NJ Board of Medical Examiners	----------	Board of Psychological Examiners
NM	NM Board of Medical Examiners	----------	Board of Psychologists Examiners
NY	State Board for Medicine	----------	Board for Psychology
NC	NC Board of Medical Examiners	?	State Board of Examiners of Practicing Psychologists
ND	Board of Medical Examiners	Board of Dietetic Practice	Board of Psychologist Examiners
OH	OH State Medical Board	OH Board of Dietetics	State Board of Psychology
OK	OK State Board of Licensure & Sup.	Board of Dietetics	Board of Examiners of Psychologists
OR	Board of Medical Examiners	?	Board of Psychologist Examiners
PA	PA State Board of Medicine	----------	State Board of Psychology
RI	RI Dept. of Health	----------	Board of Psychology Division of Professional Regulation
SC	SC Board of Medical Examiners	----------	Board of Examiners in Psychology
SD	SD Dept. of Medical Examiners	American Dietetic Association	Board of Examiners of Psychologists
TN	TN State Board of Medical Examiners	----------	Board of Examiners in Psychology
TX	TX State Board of Medical Examiners	TX State Board of Examiners of Dietitians	Board of Examiners of Psychologists
UT	UT Physicians and Licensing Board	Dietitian Board	Psychology Examining Committee Div. of Occupational & Prof. Licensing
VT	VT Board of Medical Practice	----------	Board of Psychological Examiners Licensing & Registration Division
VA	VA State Board of Medicine	?	Board of Psychology
WA	WA Dept. of Licensing Div. of Professional Lic.	Dept. of Licensing	Examining Board of Psychology Professional Licensing Division
WV	WV Board of Medicine	?	Board of Examiners of Psychologists
WI	WI Board of Medical Examiners	----------	Psychology Examining Board
WY	WY Board of Medical Examiners	----------	Board of Psychologist Examiners

Note: *=Board exists, name unknown
?=Information unavailable
---=No regulating agency for discipline in state

State Regulatory Agencies for Each Discipline

State	Social Work
AL	Board of Examiners in Social Work
AK	*
AZ	----------
AR	Social Work Licensing Board
CA	Board of Behavioral Science Examiners Dept. of Consumer Affairs
CO	CO State Board of Social Work Examiners
CT	Medical Quality Assurance Dept. of Health
DE	Board of Social Work Examiners Office of Health-Related Prof. Licensing
DC	DC Board of Social Work Dept. of Consumer and Reg. Affairs
FL	Board of Clinical Social Work, Marriage and Fam. Therapy, Mental Health Coun.
GA	GA Composite Board of Prof. Counselors, Soc. Workers and Mar.&Fam. Counselors
HI	----------
ID	Board of Social Work Examiners Bureau of Occupational Licensing
IL	Social Workers Examining Committee Dept. of Professional Licensing
IN	----------
IA	Board of Social Work Examiners Dept. of Public Health
KS	Behavioral Sciences Regulatory Board
KY	State Board of Examiners of Social Work
LA	LA State Board of Certified Social Work Examiners
ME	State Board of Social Worker Reg. Dept. of Business, Prof.&Occ. Licensing
MD	State Board of Social Work Examiners
MA	Board of Registration of Social Workers
MI	Board of Examiners of Social Workers
MN	Social Work Licensing
MS	Social Work Advisory Council State Board of Health
MO	----------
MT	Board of Social Work Examiners

BEST COPY AVAILABLE

Note: *=Board exists, name unknown
?=Information unavailable
---=No regulating agency for discipline in state

State Regulatory Agencies for Each Discipline

State	Social Work
NE	Board of Examiners in Social Work Bureau of Examining Boards
NV	Board of Examiners for Social Work Dept. of Social and Health Resources
NH	Board of Examiners of Psychologists
NJ	----------
NM	*
NY	State Board for Social Work State Education Department
NC	Certification Board for Social Work
ND	Board of Social Work Examiners
OH	Counselor & Social Worker Board
OK	State Board of Licensed Social Workers
OR	State Board of Clinical Social Workers
PA	State Board of Social Work Examiners
RI	Board of Registration of Social Workers
SC	Board of Social Work Examiners
SD	Board of Social Work Examiners Dept. of Commerce&Consumer Affairs
TN	Board of Social Worker Cert.&Licensing Dept. of Health & Environment
TX	Council for Social Work Cert. TX Dept. of Human Services
UT	Div. of Occ.&Prof. Licensing Board of Social Work Examiners
VT	State of Vermont-Secretary of State
VA	VA Board of Social Work Dept. of Health Reg. Boards
WA	Social Work Advisory Committee
WV	Board of Social Work Examiners
WI	----------
WY	Professional Couns., Mar. & Fam.Therapy Soc.Wk. Licensing Board

BEST COPY AVAILABLE

Note: *=Board exists, name unknown
?=Information unavailable
---=No regulating agency for discipline in state

State Respondents

Roan Frederick
Crippled Children Services
State Department of Education
P.O. Box 1586
2129 East South Boulevard
Montgomery, AL 36111-0586

Lizette Steihr
State Department of Health and Social Services
1231 Gambell Street
Anchorage, AK 99501

Marlene Morgan
Division of Developmental Disabilities
Dept. of Economic Security
1400 W. Washington Street
Phoenix, AZ 85005

Cathy Liles
Division of Developmental Disabilities Services
Dept. of Human Services
P.O. Box 1437
Waldon Building, 5th floor
7th and Main Streets
Little Rock, AR 72203-1437

Julie Jackson
Early Intervention Program
Department of Developmental Services
1600 9th Street, Room 310
Sacremento, CA 95814

Elizabeth Soper
Special Education Division
State Department of Education
201 East Colfax, Room 301
Denver, CO 80203

Virginia Volk
Early Childhood Unit
State Department of Education
P.O. Box 2219
Hartford, CT 06145

Sheryl Parkhurst
Infants and Toddlers
Exceptional Children/Special Programs Div.
Dept. of Public Instruction
P.O. Box 1402
Dover, DE 19903

Virginia View, Manager
DC Early Intervention Prog.
Office of Early Childhood Development
609 H Street, N.E., 4th Floor
Washington, DC 20002

Nancy Thomas
Office of Early Intervention
State Department of Education
Knott Building
Tallahassee, FL 32399

Heather McCabe
Mental Retardation Section
Developmental Services Unit
Department of Human Resources
878 Peachtree St., Suite 310
Atlanta, GA 30309-3999

Susan Brown
Zero-to-Three Hawaii Project
Diamond Head Center, Rm 106
3627 Kilauea Ave.
Honolulu, HI 96816

Katherine Pavesic
Bureau of Developmental Disabilities
Dept. of Health and Welfare
450 West State St., 10th Floor
Boise, ID 83720

Sandra Crews
Dept. of Special Education
State Board of Education
100 North First Street
Springfield, IL 62777

Doree Bedwell
First Steps Project
32 E. Washington St., Suite 700
Indianapolis, IN 46204

Joan Turner Clarey
Bureau of Special Education
Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

Judy Moler
Maternal and Child Health
State Department of Health and Environment
Landon State Office Building
900 S.W Jackson, 10th Floor
Topeka, KS 66620-0001

Jim Henson/Marge Allen
Infant Toddler Program
Division of Mental Retardation
Department of Mental Health &
Mental Retardation Services
275 East Main Street
Frankfort, KY 40621

State Respondents

Susan Batson
State Dept. of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064

Susan Mackey-Andrews
Child Development Services
87 Winthrop Street
State House Station #146
Augusta, ME 04333

Deborah von Rembow
Infants and Toddlers Program
118 N. Howard, Suite 608
Baltimore, MD 21201

Andrea Schuman
Early Childhood
Developmental Services Unit
Division of Family Health Services
Department of Public Health
150 Tremont Street
Boston, MA 02111

Jacquelyn Thompson
Early Childhood Education
State Department of Education
P.O. 30008
Lansing, MI 48909

Jan Rubenstein
Interagency Planning Project for Young Children with Handicaps
826 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Norciva Geddie, Branch Dir. II
State Board of Health
P.O. Box 1700
2423 North State Street
Jackson, MS 39215-1700

Melody Friedeback
Section of Special Education
Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dick van Haecke
Developmental Disabilities Div.
Dept. of Social and Rehabilitation Services
P.O. Box 4210
Helena, MT 59604

Jan Thelan
Special Education Section
State Department of Education
P.O. Box 94987
Lincoln, NE 68509

Penney Royce
Department of Human Resources
480 Galetti Way
Sparks, NV 89431

Pamela Merriman
State Department of Education
State Office Park, South
101 Pleasant Street
Concord, NH 03301

Arlene Roth
Early Childhood Education
Division of Special Education
State Department of Education
225 West State Street, CN 500
Trenton, NJ 08625

Toby Hurtada
Developmental Disabilities Bureau
Department of Health and Environment
P.O. Box 968
Santa Fe, NM 87504-0968

Frank Zollo
Department of Health
Corning Tower, Room 780
Empire State Plaza
Albany, NY 12237

Duncan Munn
Mental Health, Mental Retardation and Substance Abuse Service
Department of Human Resources
325 North Salisbury Street
Raleigh, NC 27611

Rob Graham, Acting Director
Developmental Disabilities Division
Department of Human Service
Judicial Wing
State Capital Building
Bismark, ND 58505

Cindy Hirshfield
Early Intervention Administrator
State Department of Health
P.O. Box 118
Columbus, OH 43266-0118

State Respondents

Erlene Belling
Special Education Office
Oliver Hodge Memorial Education Building
Suite 269
2500 North Lincoln Blvd.
Oklahoma City, OK 73105

Mike Barker
Division of Speical Education
State Department of Education
700 Pringle Parkway, S.E.
Salem, OR 97301

Chris Groark
411 Learning Research & Development Center
3939 Ohara Street
Pittsburg, PA 15261

Thomas Kochanek
Dept. of Special Education
Rhode Island College
600 Mt. Pleasant Avenue
Providence, RI 02908

Eve Bogan
Division of Children's Health
Dept. of Health and Environmental Control
2600 Bull Street
Columbia, SC 29201

Paulette Levison
Department of Education and Cultural Affairs
700 Governors Drive
Pierre, SD 57501-3133

Sarah Willis
Office for Special Education
State Department of Education
132 Cordell Hull Building
Nashville, TN 37219

Mary Elder
Early Childhood Intervention Program
Department of Health
1100 West 49th Street
Austin, TX 78756

Chris Kaminsky
Early Intervention Program
State Department of Health
P.O. Box 16650
Salt Lake City, UT 84116-0650

Kim Keiser
State Department of Education
120 State Street
Montpelier, VT 05602-2703

Cynthia Jones
Early Intervention Program
Department of Mental Health, Mental
Retardation, and Substance Abuse Services
P.O. Box 1797
Richmond, VA 23233

Director
DSHS/Birth to Six Planning Project
12th and Franklin Streets
Olympia, WA 98504-0095

Barbara Merrill
Department of Health 1800 washington St., East
Capitol Complex, Rm 461
Charleston, WV 25305

Susan Robbins
Division of Community Services
Developmentla Disabilities Office
P.O. Box 7851
Madison, WI 53707

Kathy Emmons
Division of Community Programs
Dept. of Health & Social Services
354 Hathaway Building
Cheyenne, WY 82002